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ABSTRACT

A historical overview of higher education in the Bahamas Islands and an examination of The College of the Bahamas as it exists today are presented. After an introduction including information on the geography, educational history, the Bahamian economy, governmental structure, and cultural insularity, the paper focuses on the development of The College of the Bahamas. It is explained that the college was founded in December, 1974, an amalgamation of three colleges. Administration of the college, degrees offered, faculty characteristics, enrollment trends, and funding for the college are each surveyed. Four major problems facing the college are listed, including lack of a clearly articulated mission or meaningful philosophical orientation. Seven recommendations for improvement are specified, including governmental cooperation with college and community representatives to determine a philosophical orientation for the college. It is concluded that the education system of the Bahamas is undergoing a time of trial calling for education leaders to give proper form and purpose to the institution. Among appendices are a list of programs offered by the college, a chart tracing enrollment trends, and financial figures. (PHR)

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Higher Education in an Emerging Nation: The College of the Bahamas as a Case Study*

by

John Y. Reid

INTRODUCTION

The national anthem[1] of the Bahamas does not enjoy the prestige of a long and illustrious history. Indeed, since the Bahama Islands have been independent for just six years, the anthem is a newcomer to the ranks of national celebration. However, while the nation remains in its infancy, the new plainsong conveys ideas that span centuries: love, unity, common and lofty goals, and salvation. To fulfill ideals and to achieve particular goals, a nation must depend on its educational system to produce articulate, wise, and well-trained men and women. In recognition of this truth, the Bahamas government has tried in recent years to improve the country's educational system through a number of changes and innovations. The most dramatic development has been the creation of the College of the Bahamas, which took place on December 19, 1974. Because the College of the Bahamas has the potential to greatly influence the small island country in numerous, profound ways, it is important that the institution truly reflects the needs and goals of the indigenous Bahamian culture. From the wide array of forms one finds among institutions of postsecondary, tertiary, or further education, well trained, appropriate authorities must select the pieces that create each new college or university. Toward the dual end of evaluating how successful the process has been in the Bahamas and of making specific recommendations, it will be useful to have an overview of the Bahamian situation, from historical and current perspectives, and to make an examination

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of The College of the Bahamas as it exists today.

BACKGROUND

For almost six-hundred miles, the Bahama Islands stretch in a beautiful, multi-hued archipelago. This fragmented land of islands, cays, and rocks extends south-east from the Mantanilla Shoal off Florida to the island of Great Inagua, near Cape Nicholas, Haiti. Although the curve of the islands is more narrow than wide, there is a 380 mile stretch from the Cay Sal Bank off Cuba to San Salvador, at the edge of the Atlantic. In scattered pieces, this land of ship-wrecks and pirates, street-hawkers and New York tourists has consistently defied attempts to provide political, economic, and cultural unity.

Historically, New Providence Island has been the center of the Bahamian universe; the other islands have been, and still are, best known as the "Out Islands," despite recent government attempts to encourage the adoption of the warmer term "Family Islands." That the expression "Family Islands" has not caught on completely is indicative of the clear differences one finds between life in Nassau, on New Providence, or in Freeport, on Grand Bahama Island, and life on one of the Out Islands. To a large extent, people who live in the two major centers of population have different values, different economies, and different political orientations. In the Out Islands the pace of life remains leisurely, the people pleasant; on New Providence and Grand Bahama the pace approaches twentieth-century frantic, a truth reflected in the attitude of the people. In the Out Islands, for the most part, the economies are primitive; there is some small scale fishing and some agriculture. Nassau and Freeport, on the other hand, are laced with shops and hotels which cater to the bulk of the 1.7 million tourists who entered the country last year. During the debate on the question of independence, some of the Out Islands supported maintaining

the strong tie with mother England; the strength for the move to independence came from the population centers, whose residents more readily accepted the symbolic importance of the push to political independence and economic autonomy. Today, somewhat more than 70 percent of the Bahamian gross national product emanates from the tourist industry, and tourism directly or indirectly affects the life of almost every Bahamian and expatriate resident. Insurance and banking are also important and account for between 12 and 14 percent of the gross national product. Agriculture, though still largely undeveloped, has shown promising growth in recent years; and an aragonite industry will become increasingly important as markets for this vast mineral resource are expanded.

While the population of the Bahamas for 1979 was estimated at just over 225,000, the country has a full complement of government bureaucracy: for 1978-197º no fewer than 51 ministries and departments were listed with separate budgets. A Prime Minister, Cabinet, Senate, and House oversee a morass of department sub-levels and functionaries. Government in its many shades is big business. It is the country's largest employer.

In the past, most Bahamians have been too poor to travel extensively. Most have been only as far as Miami; and the population is, to a great degree, connected to the rest of the world by the Miami press and south Florida television and radio. Anyone theorizing about the College of the Bahamas must consider the serious implications of this limited horizon, for the educational "givens" in terms of cultural perspective are quite different from those found in developed industrial nations, such as the United States or England. This is not to say that all the people in those lands have horizons any broader than the average Bahamian. However, there exists a significant difference in degree.

What these facts indicate, of course, is that the degree to which the

College of the Bahamas succeeds as a "multi-purpose tertiary level educational institution,"[2] will ultimately, in part, depend on the degree to which it can be structured and used to reflect the needs of a very diverse people. It will also depend on the success the College has in overcoming a sorry national education history.

Michael Craton provides the best short summary of the history of Bahamian education. He points out that "It was perhaps in education that the Negroes were worst served," by the whites. They dominated the majority black population with what really amounted to benevolent despotism until 1967, when the black Progressive Liberal Party took the reins of government. However, Professor Craton states that while "Cynics will observe that it was to the interest of the dominant whites to keep the Negroes ignorant . . . this was less a calculated policy than the combined result of apathy, poverty, and the squabbles between the various churches over who should control, or even share in the education of the general population."[3]

After 1800, Methodist missionaries had pioneered general education, but their attempts were largely unproductive. Not until 1835, when "the Imperial Government made a grant of £25,000 for colonial education," was a real beginning made: "In that year, the Board of Education with the Governor as President was established, local commissioners were appointed and a normal training school for teachers was proposed." For years, however, the Board of Education "became the focus of a religious dispute, a microcosm of the religious differences then beginning to divide the colony . . . and the condition of education improved at a snail's pace."[4]

Despite various legislative attempts to increase the percentage of Bahamians attending school, most members of the population never benefitted from much formal

schooling:

> During the nineteenth century . . . there was no attempt by the Government to sponsor secondary education. Nor, despite several promising starts, was a permanent school for training teachers established. A Government High School was not set up until 1925, nor housed in adequate premises until 1960. In 1657 the ratio of primary school children to those in secondary school was 67:1, three times as high as any other area in the Caribbean, including Haiti.
>
> Through poverty and indifference, education allocations never kept pace with the increase of population. As late as January, 1961, a newspaper writer was able to report a primary school where 250 children were taught in a leaky building 50 feet square, with a dearth of books and materials, and sanitary facilities unworthy of a medieval prison. Of the 770 "teachers" in the Bahamas, he claimed, 628 were totally untrained.
>
> The small improvement in education in the 124 years since emancipation is probably the worst indictment that can be made of the governing class in the Bahamas during that period.[5]

That the educational history of the Bahamas is shameful is implicit in the fact that writers of Bahamian history frequently make no mention of education. In a pamphlet designed to be "a non-technical summary of the major events and periods of Bahamian history to mark our Independence,"[6] Michael Symonette has not one sentence about education. Similarly, one does not find education in the Index of Paul Albury's recent The Story of the Bahamas. However, while writers have the option of ignoring particular social issues, today's Bahamian leaders cannot afford the luxury of forgetting their country's melancholy education history in their attempt to build an effective college. These leaders must understand the significance of the historical pattern and must understand that the College of the Bahamas is but one institution in the education pyramid tempered by that history and tradition. With such understanding, they will know that the creation of a college which simply apes a North American or British model cannot lead to success.

If the College of the Bahamas is to be an institution able to make a

significant impact on the country, the following factors will have to be evaluated with an honesty that will not necessarily correlate strongly with political popularity: 1. a population that is scattered geographically and which remains divided along New Providence/Grand Bahama and Out Island lines; 2. a history of educational neglect; 3. an economy that is perilously dependent on tourism and just a few other industries; 4. a complex government which pervades the lives of all citizens; 5. a cultural insularity which has resulted from poverty and geographic dispersion.

THE COLLEGE OF THE BAHAMAS

One might well have anticipated that a College of the Bahamas or a University of the Bahamas would be founded soon after independence. As Torsten Husén has pointed out, institutions of postsecondary education are often an effect of mounting nationalism: "During the last couple of decades, there has been an observable mounting nationalism in higher education. In newly established or emerging countries there is a natural striving for national identity. Because the university represents the pinnacle of cultural and intellectual endeavors in a country, the establishment of a national university becomes an important symbol of identity."[7]

Accordingly, the College of the Bahamas formally came into being in December, 1974. It was created by an amalgamation of the Bahamas Teachers' College, the San Salvador Teachers' College, and the C.R. Walker Technical College. These institutions continued to operate separately until the end of the 1974-75 academic year, when the San Salvador operation closed down, and an integrated organizational structure became operational. As a newly structured curriculum was introduced in September, 1975, the sixth form of Government High School became part of the new college. In terms of the model of the North American

community college, a model strongly advocated by the College's first two principals (i.e. presidents), the occupational education function and, to some extent, the development of learning skills function came from the C.R. Walker Technical College; the general education and transfer functions came from the Government High School sixth form program; and the continuing education and community service functions, as well as guidance, were largely ignored. The new College also remained very much in the teacher preparation business, assuming that burden from the country's two teachers colleges.

The College, which currently has two main campus locations on New Providence, was established as a public corporation under the College of the Bahamas Act of 1974. The Act provides for a College Council and an Academic Board. The former is "responsible for the government, control, and administration of the College"; the latter is "responsible for the academic administration."[8] Inasmuch as the governance of the College remains under the control of the national government's Ministry of Education and Culture, and since the Minister of Education and Culture serves at the pleasure of the Prime Minister, one might suspect political interference in the operation of the College to be a problem. However, while some expatriate faculty members feel their outspokenness on certain issues would invite political retaliation, the current principal, Dr. Jacob Bynoe, says that in academic matters such as course design and evaluation the College enjoys considerable freedom.[9] In the College's short life, there has been but one blatant case of political interference. On that occasion, the government, in a clear violation of the principle of academic freedom, prohibited a well qualified Bahamian from teaching at the College.

Mrs. Keva Bethel, who has been both Acting Principal and Academic Dean at the College, calls the institution a "total hybrid."[10] While the College of the

Bahamas organizational chart does not look unusual, some facts about the Bahamian school system and about the College's myriad programs indicate the necessarily complex nature of the institution at the top. For instance, the forty-odd primary, junior high, and high schools in the government system for the most part are patterned after North American primary and secondary schools. On the other hand, some private secondary schools, notably Queen's College, follow a British model which emphasizes GCE's. Accordingly, the College of the Bahamas has programs leading to various Associate's Degrees, as well as to GCE "A" levels. Because "A" level work, which is mandated by government, consists of a program designed to be the two-year end of a grammar school course of continous terms, its inclusion in the College's offerings creates an organizational problem in clashing with the predominant modular/semester pattern, which is the aspect of the institution modeled after the community college. Not only does the North American/British mix cause organizational problems, but the College's extensive program offerings and co-operative arrangements with other institutions also creates an organizational and administrative quagmire.

This institution of 1700 students offers a virtual blizzard of diplomas, certificates, Associate Degrees, and "A" levels. There are programs in co-operation with local associations and professional and industrial groups, as well as with the University of Miami, the University of the West Indies, and with Florida International University (Appendix A). These various programs fall in one of seven divisions: Applied Science, Business and Administrative Studies, Education, Humanities, Natural Science, Social Science, and Technical and Vocational Studies (Appendix B).

To administer this complex of programs, the College depends on a staff which is predominantly Bahamian. Expatriates and Bahamians alike note that

while Bahamian educational leadership potential is currently quite limited, Bahamians hold almost all of the key administrative positions in the system. Fortunately their task is made easier by what most see as a generous government attitude toward the College. Indeed, there is little doubt that the government is serious about making education a high priority. From 1960 to 1976, the percent of public expenditures earmarked for education rose from 6.8% of the total budget to 24.2%, including the College of the Bahamas. The 1979 estimate of 22.6%, while showing a slight decrease, is certainly respectable (Appendix C). Despite this seeming abundance of financial support, many charges of poor management in the College, as well as in the entire education system, come from dissatisfied faculty and staff and from politicians.

At the present time, the College of the Bahamas has a teaching faculty of 140. Of this number, 64, or 45%, are Bahamians. As Keva Bethel and others point out, little is done in the way of staff development, and salaries are fairly low. These same people point out that it is especially difficult, if not impossible, to hire well qualified faculty members in applied science and technical areas for a starting salary (with M.A.) of about $12,500.[11]

In the last five years, the composition of the teaching faculty has changed significantly in terms of the number in the academic and technical divisions (Appendix D). Following the suggestion of the Bahamas Union of Teachers, the emphasis has shifted to recruiting personnel for the academic programs at the expense of the technical programs. One question this raises is the following: At a time of high unemployment, can the Bahamas afford continuing this trend, given the fact that the technical divisions find it impossible to meet the ever-increasing demand for their graduates, while jobs for those trained in the humanities and social sciences are few and far between? In addition to having

to establish a more satisfactory balance between the "academic" and "technical" divisions in the College, the administration forces an alarming enrollment pattern.

Although Livingstone Coakley, the Minister of Education and Culture, expresses no great concern about the College's enrollment decline,[12] the figures are not encouraging (Appendix E). The 1975 and 1976 Fall enrollments were virtually identical; from Fall 1976 to Fall 1977, there was a decrease of 9%; and from Fall 1977 to Fall 1978, there was a decrease of 27%. While these overall enrollment figures are certainly cause for concern, the pattern in two divisions is particularly disturbing. Over the same period, the number of students enrolled in courses in the Division of Technical and Vocational Studies has dropped by 81%. The pattern has been more erratic in the Division of Humanities; but in the last year, the number of students in that division's courses fell by 77% (Appendix F). Clearly there are serious unsolved problems which contribute to such abnormal enrollment swings.

Without a doubt, much of the cause can be traced to the new fee structure which went into effect in the Fall of 1978. At that time, fees were raised from a single charge of $18, which was assessed to each student regardless of the number of credits for which he or she was enrolled, to $15 per credit. This meant that a full time student no longer paid $18 for a semester at the College of the Bahamas; he or she now spent $225. Despite an increased effort on the part of the government to support various sorts of student assistance, the implications of such an increase are obvious. At the same time, a decision was made that the college preparatory program was too large, and as a result, more prerequisites were required for admission to the College. This new policy concerning admission stardards, combined with the new fee structure, no doubt particularly discouraged the ill-prepared and poor.

Funding for the college comes directly from the Government Consolidated Fund, from which funds are voted by Parliament. The College of the Bahamas has been treated well, seeing its budget rise from two million dollars in 1975 to the 1979 estimate of four and a quarter million. However, whereas in the years before the fee increase, student fees provided between 2% and 3% of the College's budget, they now account for more than 12% (Appendix G).[13] Further, the fees, as well as any monies collected from outside sources, go to the Public Treasury with the College having no discretion in their immediate allocation. That all monies solicited by the College must be filtered through the Public Treasury is most important. The procedure clearly discourages many potential contributors who desire, or whose organizational by-laws require, the College, not the national government, to have ultimate discretion over funds provided through gifts or grants. Certainly more freedom and flexibility would be desirable and would encourage efforts on the part of College administrators to pursue grants and gifts.

PROBLEMS

In the brief discussion of the College presented above, implicit is the fact that the institution has and faces many difficult problems. The most important are listed below.

1. The College of the Bahamas has no clearly articulated mission or meaningful philosophical orientation. To be sure, nine main objectives are listed in the Calendar, but they are simply a copy of the typical list one finds in most community college catalogs. One searches in vain for a succinct statement of purpose which takes into account Bahamian culture and geography, as well as the unique needs of the Bahamian work force. The lack of philosophical orientation can be seen, in part, in terms of the College's place in the overall

education structure of the country (Appendix H). The College of the Bahamas crowns a primary and secondary system which appears to be North American but which retains, especially in parts of the private sector, strong structural ties to England. The College, with limited economic and human resources, struggles to articulate its multitude of programs with those of American colleges and universities, with the University of the West Indies, and with British universities. At the same time it also is involved extensively with the training of teachers for the Bahamian school system. That a number of other problems stem from this lack of a sharply focused purpose is not surprising.

2. The administration of the College is at best confused and confusing. In its five years of existence, the College has employed three full-time principals. Two other persons have served as Acting Principal for short periods. The first two principals attempted to impose a community college model on the conglomeration called the College of the Bahamas. Jacob Bynoe, the recently appointed principal, has indicated he does not see the College necessarily patterned after the community college; indeed, he sees it expanding into new areas, which will involve more services, and exploring possibilities for new cooperative programs.[14]

One result of the administrative instability at the top, which is in turn related to the lack of philosophical commitment, is a feeling among the faculty that human resources are wasted. Some faculty members suggest that what they perceive to be a lack of direction makes it impossible to fully exploit the diverse talents of the faculty. Further, some suggest a lack of administrative expertise and knowledge is largely responsible for the College's failure to structure programs and to staff the College in a way which truly reflects the needs of the country and its people.

3. The College of the Bahamas is truly an institution with its "tentacles all over."[15] However, in talking to members of the government, to College administrators, and to College faculty, one fact emerges clearly: the various parts of the College seem independent of one another. There seems to be no whole, no center. The tentacles, to stretch an analogy, have been cut off from the body and squirm and operate as best they can. Despite updated, formal organizational charts, there is no cohesive internal organization, if by that one means that the parts relate to the whole in a somewhat sensible and sympathetic way.

4. While the principal talks about developing extension services and a learning resource unit at the College, there seems to be an absence of meaningful long-range planning which takes into account the manpower needs of the emerging nation. While the country desparately needs many people trained in a variety of technical and vocational fields, students, apparently attracted by the promise of future white collar prestige, flock to the "academic" programs (Appendix I). In response, the faculty staffing pattern shifts to accomodate the expressed wishes of the student population (Appendix D). No one seems to be doing very much about the critical difference in student, or family, desires and the most pressing needs of the country.

RECOMMENDATIONS

1. The government, in co-operation with representatives from the College and from various segments of the community--especially the business community, must determine a philosophical orientation for the College. This, in turn, must be complemented by a meaningful statement of purpose which takes into account the unique cultural setting in which the institution operates. At the present time, the government is circulating among a few sectors of the society

a new document which deals with the future direction of the College. However, rather than present for comment a policy paper generated by the government, with relatively little outside consultation, the Ministry of Education and Culture would have been better advised to have used the Delphi technique from the beginning. This iterative method for approaching consensus on complex issues--such as determining institutional goals--allows a wide variety of experts to contribute throughout the decision-making process. The effect can be to arrive at a policy quite different from, and usually better than, one which emerges from a process in which a few offer comments on a "proposed policy," with its element of implied authority and finality.

2. A comprehensive assessment of the country's short term and long range needs must be made. Then the programs, finances, and staffing patterns of the College must be structured to reflect those needs. This assessment could also use the Delphi technique to arrive at some level of consensus concerning priorities. This would be especially useful in the Bahamian situation, where limited resources will prohibit all needs from being met.

3. The number of programs offered should be reduced, and those retained should be the ones which most directly affect the country's immediate and long-range needs. With limited resources, the College cannot successfully be all things to all interested parties. Priorities must be established and maintained. For example, it makes little sense to have both "A" level and Associate in Arts programs in the same field. Although some politicians and businessmen who were educated in Britain still retain emotional ties to that system, the educational link to England is more a matter of sentiment than a matter of sound educational policy. The majority of College of the Bahamas students who continue their studies abroad will do so in North American, and most College of the Bahamas co-operative arrangements will continue to be made with North American institutions.

4. Student fees should be reduced. Currently student fees are being raised by $15 per credit each year. A continuation of this policy will insure that fewer of the poor and disadvantaged can attend the College even on a part-time basis. Already enrollments have tumbled and endangered a number of worthwhile programs. At least part of this decline, and the fact that there are now more part-time than full-time students, must be attributed to changes in the fee structure. It should not be forgotten that the whole society, not just certain individuals, benefits from raising a country's level of education.

5. Qualifications for those teaching in technical and vocational areas should be more realistic; and salaries for people in technical areas should reflect the fact that they are more in demand than teachers in "academic" areas. Just as it is a matter of false prestige to believe that "A" levels are somehow better than Associate Degrees, so also is it a matter of false prestige to assume that academic credentials are always appropriate or necessary to effectively teach in technical and vocational areas.

6. The College should employ more, well trained counselors to help in the vital process of making career decisions. The current number of three for a student body of 1700 is simply unreasonable.

7. The government should co-operate with the business community in identifying successful Bahamian business, political, and civic leaders who began their careers with technical, rather than purely academic, training or expertise. Once identified, these role models would go into the schools to talk with students about their education and paths to success. This effort has the potential to benefit many young Bahamians who currently believe technical or vocational education is second class. Appropriate role models can indicate that a wide variety of occupations can result in personal security and dignity, as well as social benefit. Further, these people are proof that those with technical

training, as well as those with academic degrees, can attain leadership positions in a variety of fields.

CONCLUSIONS

The education system of the Bahamas faces a time of trial. Recently a Member of Parliament has called it a "fraud" and a "national disgrace."[16] Stories of terrible overcrowding and unsanitary health conditions abound. The government, it seems, has enjoyed little success in planning for either the staff or facilities to accomodate the explosion of school-age children. With an estimated 63% of the population under twenty, many predict the worst is yet to come. Given this basic, system-wide problem, little good will come from an attempt to design a higher education institution suited for a different time and place. This is not to suggest that there should be no College of the Bahamas; but it is to suggest that it must be an institution which in its programs and planning reflects the limitations of the system of which it is a part. Politicians talking grandly about a University of the Bahamas in the near future do little service to an emerging nation saddled with fundamental problems throughout the education system.

In his From Columbus to Castro: The History of the Caribbean 1492-1969, Eric Williams, the Prime Minister of Trinidad and Tobago, says, "The whole history of the Caribbean so far can be viewed as a conspiracy to block the emergence of a Caribbean identity - in politics, in institutions, in economics, in culture and in values."[17] With this in mind, one can see the irony in the Bahamian government's support of an institution which in many ways looks to North America or Britain for guidelines, rather than to the needs of the Bahamian people.

Those in control of the College of the Bahamas must realize they cannot escape the history of their country and their poeple. It is imperative that

they heed the words of George Santayana: "Those who cannot remember the past are condemned to repeat it."[18] Only when Bahamian education leaders accept the full implications of this fact will they give proper purpose and form to an institution that truly reflects the needs of the people.

Endnotes

[1]Lift up your head to the rising sun, Bahamaland;
March on to glory, your bright banners waving high.
See how the world marks the manner of your bearing!
Pledge to excel thru [sic] love and unity.

Pressing onward, march together to a common loftier goal;
Steady sunward, tho' the weather hide the wide and treacherous shoal.
Lift up your head to the rising sun, Bahamaland;
'Til the road you've trod lead [sic] unto your God,
MARCH ON BAHAMALAND!

[2]College of the Bahamas Calendar 1978-1979, p. 1.

[3]Michael Craton, A History of the Bahamas (London: Collins, 1968), p. 210.

[4]Craton, p. 211.

[5]Craton, p. 212. The Bahama Islands were not alone in having a shocking colonial educational history as Eric Williams points out in From Columbus to Castro: The History of the Caribbean 1492-1969 (London: André-Deutsch, 1970). See especially p. 133.

[6]Michael A. Symonette, Discovery of a Nation (Nassau: Management Communication Services, Ltd., 1973), from "About the Author" on the back panel of the pamphlet.

[7]Torsten Husén, "The Community: Its Nature and Responsibilities," in Higher Education in the World Community, ed. Stephen K. Bailey (Washington: American Council on Education, 1977), p. 200.

[8]"Background College of the Bahamas," unpublished, undated pamphlet, p. 1.

[9]Jacob Bynoe, personal interview, July 3, 1979, College of the Bahamas, Nassau.

[10]Keva Bethel, personal interview, June 26, 1979, College of the Bahamas, Nassau.

[11]Ibid.

[12]Livingstone Coakley, personal interview, June 27, 1979, Ministry of Education and Culture, Nassau.

[13]This figure approaches the 13.3% represented by student tuition and fees of total revenue funds in United States' publicly controlled institutional units in 1978. Source: "Early Release," National Center for Educational Statistics, U.S. Department of Health, Education, and Welfare, Washington, D.C. (March 15, 1979, p. 4).

[14]Jacob Bynoe, personal interview, July 3, 1979, College of the Bahamas, Nassau.

[15]Ibid.

[16]The Tribune (Nassau), July 5, 1979, p. 1. Nassau Guardian, July 5, 1979, p. 6.

[17]Eric Williams, From Columbus to Castro: The History of the Caribbean 1492-1969 (London: André-Deutsch, 1970), p. 503.

[18]George Santayana, The Life of Reason (New York: Scribner's, 1929), p. 284.

APPENDIX A

Programs Offered by the College of the Bahamas

1. College Preparatory Programme - "...a pre-college level programme, designed to offer remedial and upgrading general education courses...."
2. General Certificate of Education "A" level - various courses
3. Associate in Arts - various majors
4. Associate in Science - in Secretarial Science
5. Associate in Applied Science - in Electronic Technology
6. Associate in General Studies
7. University transfer programmes - for Pre-Business Administration, Pre-Law, Pre-Veterinary Science, Pre-Engineering, Pre-Agriculture
8. College Diploma programmes - "...less academic, but more specialized and job-related than the Associate Degree...."
9. College Certificate programmes - "...awarded to students who complete a college programme of shorter than two years duration, but at least one semester in length...."
10. Teachers Certificate for Primary Education
11. Teachers Certificate for Junior Secondary Education - various majors
12. Transitional Education - "...concerns itself with the preparation of mature adults for college level studies."
13. In co-operation with local associations and professional and industrial groups, the College offers programmes leading to jointly-sponsored certificates and diplomas: Bahamas Institute of Bankers Diploma; Bahamas Motor Trade Certificate; Ministry of Works Single - Phase and Three-Phase Licence; COB/Ministry of Health Medical Technologists Diploma
14. In co-operation with the University of the West Indies: Bachelor of Education; Diploma in Education; Advanced Nursing Certificate; Bachelor of Science in Hotel Management
15. In co-operation with the University of Miami: Bachelor of Education; Bachelor of Business Administration; Master of Education; Master of Business Administration
16. In co-operation with Florida International University: Bachelor of Science in Architectural Technology; Bachelor of Science in Electrical Engineering Technology; Bachelor of Science/Bachelor of Technology in Industrial Technology; Master of Science in Management (Accounting)
17. The College also offers courses which allow students to write external examinations which are usually set by examining bodies in the United Kingdom (e.g. City and Guilds of London Institute; Royal Society of Arts).

In addition to the College of the Bahamas' programs, the Ministry of Education oversees these additional parts of the country's tertiary systems: Department of Nursing, Royal Bahamas Police Force College, Bahamas Hotel College, and the Nassau Academy of Business.

Sources: College of the Bahamas Calendar 1978-1979 and
College of the Bahamas schedule for Summer Session 792 (1979)

APPENDIX B

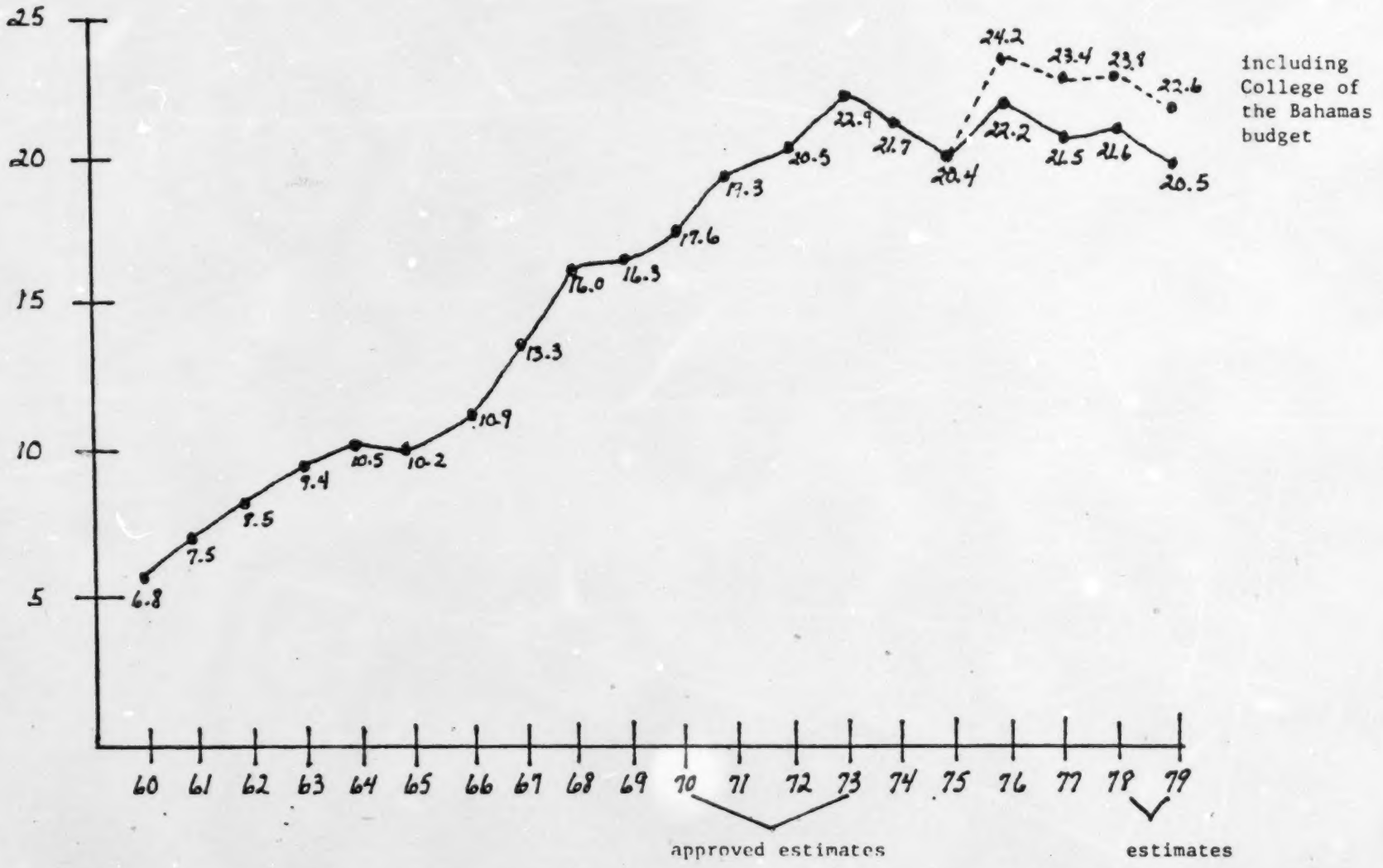
College of the Bahamas Diplomas, Certificates and Associates Degrees Awarded 1977-1979

	1977	1978	1979
Div. of Applied Sci.	14	24	47
Div. Bus. Admin. Studies	22	35	58
Div. of Educ. (both credit pass and ordinary pass)	114	97	87
Div. of Humanities	18	11	18
Div. of Nat. Sci.	12	31	24
Div. of Soc. Sci.	2	8	22
Div. of Tech. and Voc. Studies	25	24	22

Source: College of the Bahamas Graduation Pamphlets, 1977-79

APPENDIX C

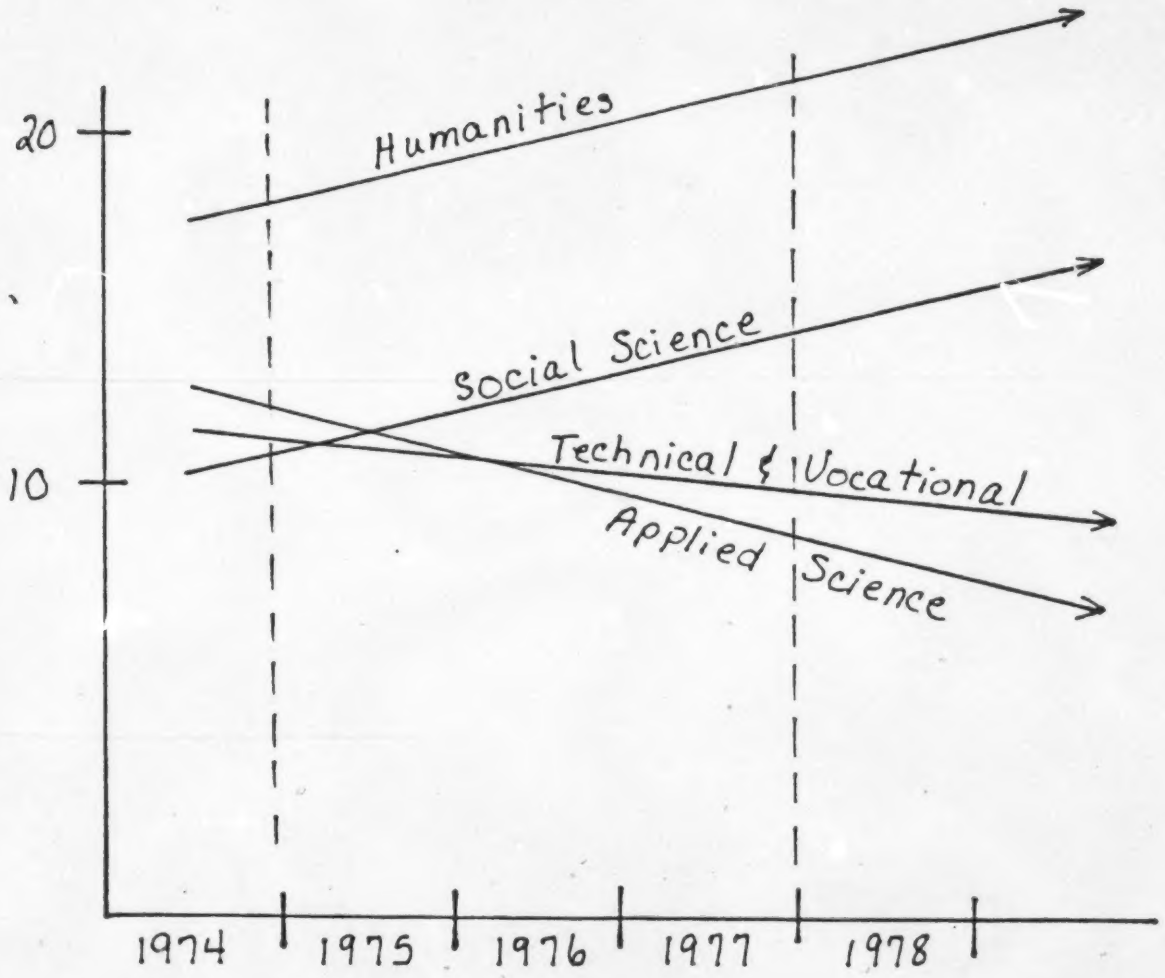
Percent of Public Finance Expenditures Spent on Education 1960-1979



Source: Bahamas Handbook, Etienne Dupuch, Jr. Publications, Nassau Bahamas, 1964-1979 eds.

APPENDIX D

College of the Bahamas Staffing Patterns



Source: College of the Bahamas Personnel Office

APPENDIX E

College of the Bahamas Enrollments

	Total Students	Full-time	Part-time	Other
Fall 1975	2554	N.A.	N.A.	N.A.
Fall 1976	2546	1401	970	175 final year of teacher ed.
Spring 1977	2208	1260	948	0
Fall 1977	2325 (estimate - records missing)			
Spring 1978	2173	1372	801	N.A.
Fall 1978	1702	712	990	48 transitional education
Spring 1979	1698	641	1009	N.A.

Source: College of the Bahamas Office of Student Services

APPENDIX F

Division of Technical and Vocational Studies Enrollments*

1975-76	1976-77	1977-78	1978-79
1226	919	756	235

Division of Humanities Enrollments*

1975-76	1976-77	1977-78	1978-79
3216	5189	4844	1113

*Total enrollments in the division's courses, not the number of individuals in the division.

Selected English Courses

		1975-76	1976-77	1977-78	1978-79
Indus. Comp.	I, II	not offered	135	100	25
Bas. Eng.	I, II	670	689	193	46
Inter. Eng.	I, II	769	1261	1003	203
Col. Eng. Skills	I, II	207	1012	1044	340

Source: College of the Bahamas Office of Student Services

APPENDIX G

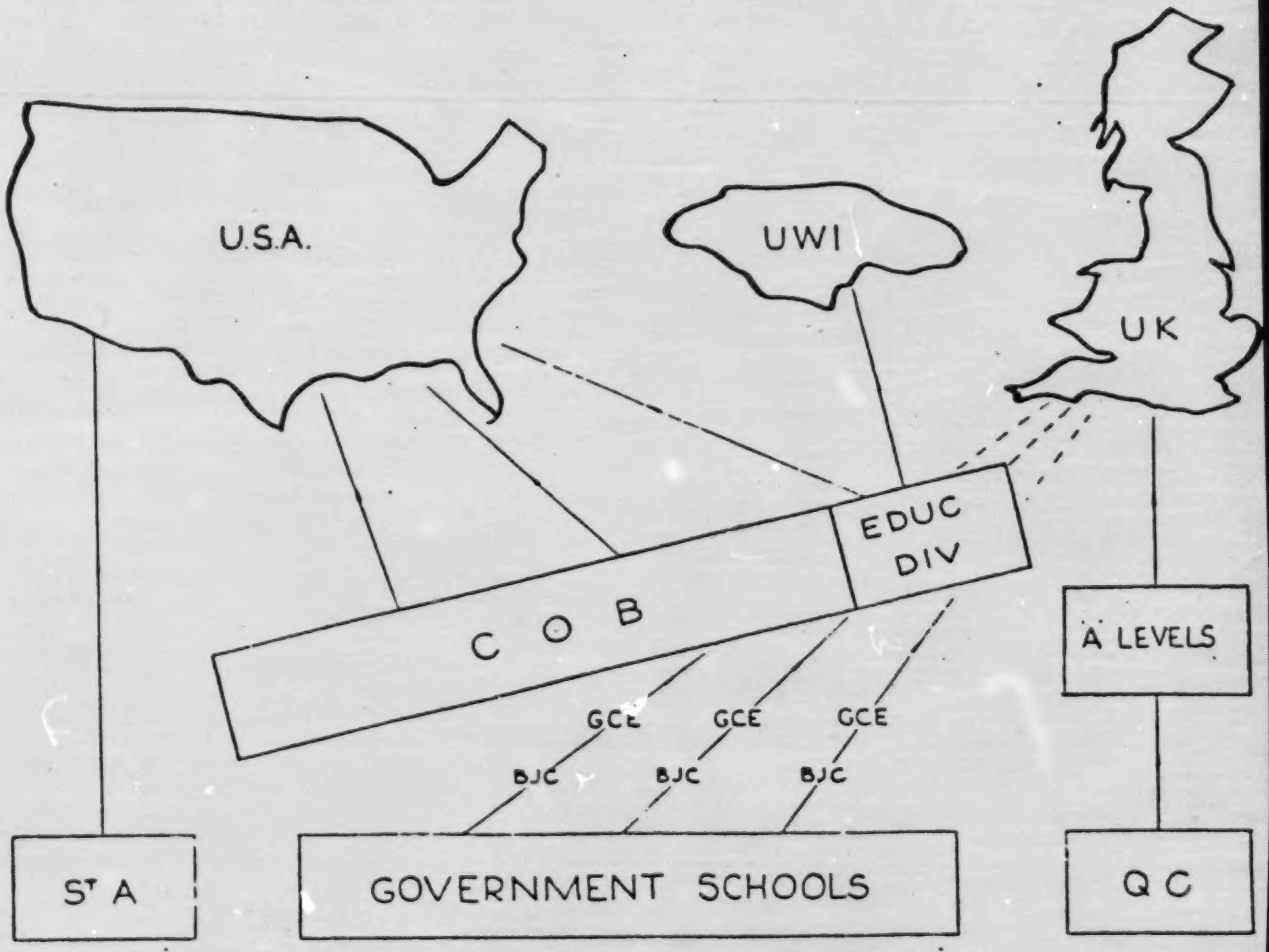
Estimated Per Cent of College of the Bahamas Revenues from Student Fees

1977	1978	1979
2.8%	2.2%	12.5%

Sources: Bahamas Handbook, Etienne Dupuch, Jr. Publications, Nassau, Bahamas, 1977-1979 editions
College of the Bahamas Office of Student Services

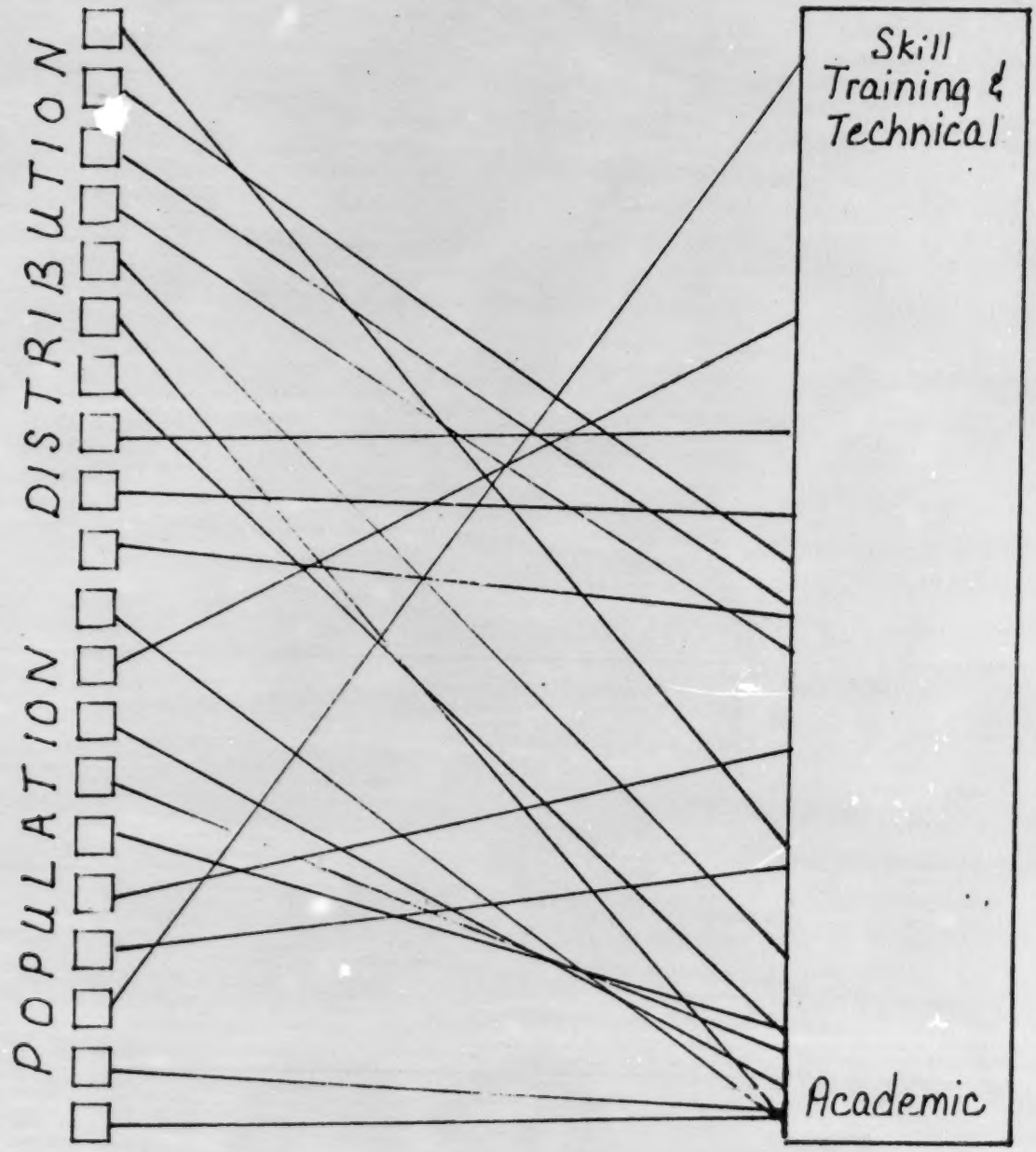
APPENDIX H

The College of the Bahamas in the Nation's Educational System



APPENDIX I

Student's Preferences Based on Recent College of the Bahamas Enrollment



Source: College of the Bahamas Office of Student Services